

**State of Maine
Department of Education**

**Gifted and Talented Educational Program
Initial Application
2015-16**

Gifted and Talented Educational Program Initial Applications are to be submitted electronically to GT.DOE@maine.gov by **September 30, 2015**.

Below is the Maine statute and accompanying Maine Department of Education rules pertaining to Gifted and Talented Educational Programs.

Maine Revised Statutes Title 20-A, Chapter 311, section 8101-A(1) and (2) state:

1. Implementation. Each school administrative unit (SAU) shall implement a gifted and talented education program. The Commissioner may provide technical assistance to a SAU in planning and implementing its gifted and talented education program.

2. Costs; approval. Costs of gifted and talented education programs approved by the Department are subsidizable costs under the Essential Programs and Services Funding Act.

Maine Department of Education (05-071) Rules Chapter 104:

104.13 Program Approval: General Principles. Each SAU shall apply annually to the Department for approval of its gifted and talented program(s) on forms provided by the Department. The superintendent of the SAU is responsible for supplying all information necessary for a determination that the program is entitled to approval. The application form must be signed by the superintendent of the SAU in which the program is located certifying that the form contains information that is accurate at the time of reporting.

104.14 (Initial) Program Approval Application. The Application for program approval must represent full implementation of the gifted and talented program. The following information (Items 1 – 9 on application) shall be required and must reflect the degree of implementation at the time of reporting.

***Failure to submit required reports and applications in a timely manner shall be grounds for loss of program approval and of State subsidy aid.

All final applications and accompanying approval/non-approval letters and budgets will be posted on the Maine Department of Education's gifted and talented website.

Scarborough Public Schools

School administrative unit name:

Name and title of person responsible for gifted and talented program:

Alison Marchese, Director of Special Services

730-4130

Phone number:

amarchese@scarboroughschools.org

Email address:

CERTIFICATION:

The statements made herein are correct to the best of my knowledge and belief.

George Entwistle

Superintendent Name (printed)



Superintendent Signature

Date application submitted to Maine DOE for review: September 24, 2015

FOR INFORMATION CONTACT:
Jennifer Pooler
Maine Department of Education
(207) 624-6638

EF-S-206
Revised May 26, 2015

RETURN BY EMAIL TO:

GT.DOE@maine.gov

DUE DATE: September 30, 2015

☐ Approval with concerns

☒ Approval Reviewed By: Lee Worcester

☐ Non-approval

Maine DOE Authorization:



Date of Approval:

10/28/15

Initial Application

The following information shall be required and must describe the complete plan for identification, programming, and evaluation of the gifted and talented academic and arts programs. Refer to the companion *Instructions* document for clarification.

Please use as much space as necessary. DO NOT add tables, charts or graphs, or change the formatting of this document.

1. Provide the school administrative unit's (SAU) philosophy for the gifted and talented program(s) (by academic and arts).

Academic program philosophy:

Scarborough believes that its public school system should strive to meet the needs of each individual student. This requires that the school system offer opportunities for personal development while emphasizing cognitive and emotional support and social responsibility.

Academically, gifted and talented learners differ from their age peers in that they have learning characteristics which may exceed what the regular curriculum can adequately provide for them. These characteristics are matched to appropriate gifted and talented services.

Students are encouraged to develop their strengths and talents to the best of their abilities and are guided to become independent life-long learners. Students are provided with appropriate educational placements based on their social, emotional, creative and intellectual needs which sustain challenge and ensure continued growth. Curriculum offerings reflect individual abilities, with appropriately matched levels of content, as well as pacing and processing skills which are geared to the gifted learner. Students are encouraged to work according to their abilities and to satisfy their needs for success.

Arts program philosophy:

Scarborough recognizes the unique talents and potential of gifted and talented visual and performing arts students who can benefit from additional opportunities to realize their potential and utilize their talents in productive ways. We recognize that there are students who excel beyond their peers, and who have the ability to perform at advanced levels in the arts. Scarborough is committed to identifying these students and to providing specialized, challenging instruction.

Provide a program abstract which describes the children to be served and the program(s) to be implemented in the school(s) of the unit (by academics and arts).

Academic program abstract:

Primary Level (K-2)

The Scarborough School system does not formally identify students at the primary level. Instead, the GATES (Gifted and Talented Education Services) teacher collaborates with classroom teachers to differentiate within the regular classroom, adapting or constructing instructional activities to meet the individual needs of students who demonstrate significantly advanced abilities in their classroom work. Emphasis is given to special concerns for both academic and social/emotional development throughout these primary years.

The GATES teacher acts as a consulting teacher for classroom teachers to access appropriate resources for meeting individual student needs and to coordinate possible small interest group activities among students. The GATES teacher also provides information and guidance to classroom teachers through professional development activities. The GATES teacher is also available to meet with parents as needed.

During their second grade year, all students are screened for the GATES program using several assessment items. Formal identification for GATES takes place in the spring of second grade. The GATES teacher coordinates these identification efforts at the three primary schools.

Grades 3-12

The GATES teachers coordinate the program and the provision of services to classroom teachers, students and their parents. The GATES teachers support faculty via staff development and direct consultation to enrich curriculum and provide resources that challenge students thinking and to provide for individual's needs. Our GATES faculty provides direct consultation to enrich and accelerate curriculum and to provide resources which challenge students' thinking and provide for individual needs. The GATES teacher also provides daily direct content instruction, and addresses social, emotional, and organizational needs of gifted students throughout the building. Enrichment seminars will be provided to allow the students to work together on interdisciplinary research of interest to them and engage in creative problem solving. Enrichment seminars focusing on a variety of issues, themes and needs are held monthly. Weekly academic theme classes and co-teaching classes enrich students' curricula as well.

Program offerings:

3-12 Daily English Language Arts instruction

3-8 Daily Math instruction

3-12 Accelerated math class placement

3-8 Science and Social Studies interdisciplinary seminars

9-12 Science and Social Studies advanced-level coursework

11-12 Internship course

2-12 Student case management

K-12 Consultation by GATES teacher

Arts program abstract

The GATES teacher coordinates Visual and Performing Arts programming throughout the district, formally identifying students who demonstrate above grade level aptitude in the arts from grades 3 through 12. Identified students receive differentiated instruction within the regular education classroom, opportunities for building based projects, seminars for direct instruction, field trips, artists in residence/guest performers, and competitions.

Program offerings:

3-12 Student case management

3-12 Classroom teacher consultation

3-12 Independent study/Opportunities

9-12 Advanced level coursework

3-12 Differentiated instruction

3-8 Visual and Performing Arts seminars

3. Provide the goals, objectives and activities for each program component, K-12 (by academics and arts).

Academics:

Goal 1: To implement an annual screening and identification process that is thorough and equitable.

Objective 1: To continually assess and incorporate our district data points and tools in our screening process.

Activities 1: Consult with our content instructional coaches and curriculum director regarding the efficacy of existing assessment data and design supplemental assessment tools as needed.

Goal 2: To provide opportunities for academic accomplishments beyond the regular educational experiences

Objective 2: To develop the individual strengths in students formally identified as gifted learners. This will be accomplished with program offerings that emphasize high-level content and complexity in process and product-oriented activities. Students will use high-level thinking skills, problem solving, inquiry and creative productivity to explore content.

Activities 2: Implement a variety of interdisciplinary seminars

Goal 3: To provide enrichment opportunities, resources, and services throughout the school community.

Objective 3: To provide consultation services to classroom teachers on particular units of study in developing, differentiating, and compacting curricula.

Activities 3: Offer additional enrichment and differentiated educational experiences for all students through whole class instruction and /or co-teaching.

Goal 4: To provide creative and intellectual challenge through contact with other high-ability students

Objective 4: To provide flexible groupings which may take the form of individual and group instruction, with the focus being on acquisition of skills related to identified strengths.

Activities 4: Offer distinct GATES classes, honors classes, advanced placement classes, independent studies, distance education, university coursework, and subject acceleration.

Goal 5: To provide an environment where the affective needs of the student are met.

Objective 5: To provide a range of services and opportunities for students to understand themselves as a learner and their uniqueness.

Activities 5: Services will be offered on an individual and group basis through creation of safe learning environments, and/or range of supportive services through the GATES teachers and the district's student advocacy services.

Arts:

Goal 1: To implement an annual screening and identification process that is thorough and equitable.

Objective 1: To continually assess tools in our screening process.

Activities 1: Facilitate collaboration with district music and art teachers to refine screening and assessment rubrics.

Goal 2: To provide opportunities for arts accomplishments beyond the regular educational experiences.

Objective 2: To develop the individual strengths in students formally identified as gifted learners. This will be accomplished with program offerings that emphasize high-level content and complexity in process and product-oriented activities. Students will use high-level thinking skills, problem solving, inquiry and creative productivity to explore content.

Activities 2: Offer differentiated instruction and a variety of learning opportunities outside of the classroom.

4. Provide a description of the identification processes (for general intellectual ability, academic aptitude and artistic ability) for each of the following program components: screening, selection, placement, and review of policies and procedures.

General Intellectual Ability:

Screening: Students in the Scarborough school system are formally screened for eligibility in the GATES programming on a yearly basis beginning spring of grade 2. At each building level, a screening committee comprised of GATES staff, building administration, and guidance counselors meet to review data and identify students for placement in GATES. A minimum of three different assessment methods are used for screening and identification. The process includes both subjective and objective assessment methods. A minimum of two objective and two subjective methods are used. A student is identified as Gifted/General Intellectual Ability if meeting eligibility criteria occurs in three of four academic content areas. Policy and regulations IHBB/IHBB-R are reviewed and updated as needed for the Board of Education.

Selection: Please refer to the academic aptitude section for this process.

Placement: Please refer to the academic aptitude section for this process.

Academic Aptitude:

Screening: Beginning in the spring of grade 2 all students are screened (Level 1) annually for inclusion in GATES programming for ELA, math, science, and social studies content areas by GATES staff. School wide screeners include any achievement and cognitive testing that all students in that grade have been administered. Those students who receive scores of 130 and 97% or above are referred to the Level 2 screening process. The screening committees are phase based and include GATES staff, building and district administrators, guidance counselors and other staff as appropriate. Parents are notified in writing and give consent for further screening to be conducted.

Selection: Both objective and subjective measures are required for identification, with one of the objective measures including an ability score. Identification criteria will include, but is not limited to, the following:

- a. A score on the school-wide ability test (Cognitive Abilities Testing) that is at or above 130 and 97%;
- b. Achievement test scores at or above the 97%;
- c. Curriculum based assessment measures;
- d. Teacher Questionnaire;
- e. Parent Questionnaire;
- f. Student questionnaire;
- g. Any other pertinent subjective or objective information.

All students and their parents are informed of the eligibility determinations in writing.

Placement: If the student meets eligibility criteria for GATES, the screening committee will make placement recommendations, which takes into consideration the variety of curriculum program delivery options offered within the phases. Once identification is made, appropriate services are

determined and reviewed on an annual basis. Signed parental consent is required for each year's programming.

Artistic Ability:

Screening: Level one screening is administered to all students, and is used to identify potential gifted visual and performing arts students. For students in grades 3- 5 is determined by a student's grades in class as well as the teacher's evaluation of the students' performance on specific assessments. Tier one screening for visual and performing arts students in grades 6-12 is determined by in class assessments, in class portfolios, in class performance reviews, or performance at auditions for district music festivals.

Selection: Level two screening is administered to all students who emerge as potentially gifted and talented in the visual arts as a result of tier one screening. Tier two screening for grades 3-5 is determined by parent and student questionnaire, student questionnaire, performance at district festivals, or a review of a student's portfolio. Tier two screening in grades 6-12 is determined by a student questionnaire, a panel review of an art student's portfolio, or performance at district music festivals.

Placement: Identified gifted and talented visual and performing arts students remain in the mainstream classroom where they are offered differentiated instruction, access to enrichment opportunities, as well as learning experiences such as field trips, or access to visiting instructors or artists in residence.

Process for transfer students:

GATES teachers screen student's' educational records to determine prior identification of gifted and talented programming, any achievement and abilities data points, and student work. The student is referred to the screening committee if appropriate.

Exit Procedure:

Students, parents and teachers will discuss the appropriateness of services as needed throughout the school year. Regular conferencing with GATES teachers and staff will be conducted and determinations concerning any changes in a student's programming will be discussed at these times. The building level screening committee annually reviews current GATES services and parents are notified of the recommended type of GATES services for the school year, annual parent written consent is required. Students who choose not to participate in GATES programming retain their identification as "gifted and talented" and will have their level of program services reviewed and recommended annually. If a student wants to exit a GATES service they may do so at any time by having their parent inform the school. School staff will review the GATES options with the student/parent to inform them of all opportunities. Each year the student/parent will receive an annual notification letter for recommended

services. Parents may sign consent to start services at any time during the course of the year. If the school feels that a current level of service is not meeting the needs of a student they will conference with the student and parent about other programming options. Since the school does not de-identified a student as gifted, with parent consent, the range of services can be from consultation to daily pullout services.

Process for appeals:

All parents of students who are candidates for the program are notified of the team's decision regarding their child. Written parental consent is required for participation in the program. Parents of students not identified may appeal the decision to the director of special services. All appeals will be reviewed by the screening committee. The principal and the director of special services will determine if additional information is needed for the review. The decision of the principal and the director of special services will be final.

5. Provide a description of the staff development that takes place in order to implement the program(s).

Professional development opportunities are ongoing and happen in a variety of ways. District GATES staff meet monthly to research, discuss and recommend for any screening, identification, programming needs. For example last year we explored identification tools for grade acceleration. We have done book studies as a group, most recently using The Cluster Grouping Handbook by Susan Winebrenner and Dina Brulles. Staff also participate in month PLT groups which focus on instructional inquiry questions based on Robert Marzano's work. Gates staff are also members on content group teams in looking at proficiency standards and curriculum materials. Outside of the district professional development opportunities include coursework, conferences, collaborations with other districts, school observations.

6. Provide a description of the staffing and management of the program(s); including completing the staffing tables below.

The Director of Special Services oversees all gifted and talented programming. In collaboration with building administrators, district curriculum director, GATES teachers and other faculty, program screening tools and service delivery models are reviewed annually. GATES teachers act as the identified student's case manager. In addition one of the five GATES teachers also coordinates the VPA screening process. The annual screening teams include a building administrator, GATES teacher(s), guidance counselor, VPA teacher(s) and Director of Special Services. The Director manages all budgetary aspects of the program including approval of all supply purchases and conference attendance.

Indicate the professional staff for the K-12 Gifted and Talented Program.

	690	Teacher or	Grade	Indicate Full-Time
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Name of Staff	Endorsement Yes/No	Administrator	level	or Part-Time in GT
Avery, Kerr Ellen	Yes	Teacher	6-8	Full Time
Kelly, Jessica	Yes	Teacher	6-8	Full Time
Weil-Hackett, Susan	Yes	Teacher	K-5	Full Time
York, Jonathan	Yes	Teacher	9-12	Part Time
Marchese, Alison	No	Administrator	K-12	Part Time
Libby, Beth	No	Teacher	3-5	Part Time
Maloney, Joanne	No	Teacher	3-5	Part Time
Fletcher, Chris	No	Teacher	3-5	Part Time
Drew, Joy	No	Teacher	3-5	Part Time
Boisvert, Sue	No	Teacher	6-8	Part Time
Lena, Maya	No	Teacher	6-8	Part Time
Alquist, Marcella	No	Teacher	6-8	Part Time
Landry-Fowler, Erin	No	Teacher	9-12	Part Time
Proulx, Suzanne	No	Teacher	9-12	Part Time
Pelletier, Elise	No	Teacher	9-12	Part Time
Richardson, Renee	No	Teacher	9-12	Part Time

Indicate the Auxiliary Staff: Educational Technician

Name of Staff	Role	690 Endorsement Yes/No	Grade level	Name and position of supervisor	Indicate Full- Time or Part- Time in GT

7. Provide a description of the annual program self-evaluation process.

The GATES teachers and VPA staff monitor and maintain evidence of the student's learning accomplishments throughout the year. Individual achievement and performance data is reviewed every spring to determine the student's level of recommended GATES programming for the following year. Student input is also sought through questionnaires. In addition the GATES screening committees also assess the program delivery service options given the phase level's schedule and curriculums offerings. This would be the time that such things like cluster groupings and co-teach class opportunities would be explored. Parent input is received throughout the year through the annual screening and notification process, open house school/program visits and special presentations.

8. Provide a description of the costs to be incurred to implement the program(s).

The budget for the GATES programming includes elementary and secondary salary/benefits for 4.6 teachers. Additional costs for educational materials and supplies and professional development are noted below in the budget proposal.

For those school units requesting approval of allowable program costs for State subsidy, complete the following budget proposal. These amounts must be reported in the Maine Education Data Management System (MEDMS) financial system as part of the Annual Budget Reporting.

Professional Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Avery, Kerry Ellen	67,178.75	
Kelly, Jessica	85,549.07	
Weil-Hackett, Susan	91,650.46	
York, Jonathan		39,883.50
Subtotal	244,378.28	39,883.50

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Subtotal		

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
Subtotal		

Please list individual product names and costs associated with the district's gifted and talented program(s).

A. Educational Materials and Supplies:

Elementary: Material/Supply name	Cost	Secondary: Material/Supply name	Cost
Math Olympiads weekly sessions for the meets occur during the school day	225	Supplemental Literature such as <u>The Bluest Eyes</u> , <u>The Absolutely True Diary</u> , <u>One Hundred Years of Solitude</u>	4 5 0
Upfront Magazine	125	Photography Supplies such as glossy art paper, color and black and white film	1 5 0
3D Printer Spool Ink	100		
Supplemental Literature such as <u>Paper Hearts</u> , <u>Endangered</u>	250		
Subtotal			
	750	Subtotal	6 0 0

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Subtotal		Subtotal	

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
Subtotal		Subtotal	

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
Conference Attendance such as annual MEGAT and on topics such as twice exceptional child, instructional learning styles	400	Conference Attendance such as annual MEGAT and on topics such as twice exceptional child, instructional learning styles	150
Subtotal		Subtotal	

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	244,378.28	39,883.5
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies	750	600
B. Other Allowable Costs		
C. Student Tuition		
D. Staff Tuition/PD	400	150
Total	245,528.28	40,633.50